


**Texas Education Agency  
Standard Application System (SAS)**

**2014-2016 Educator Excellence Innovation Program**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant period:</b>	April 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, Thursday, January 23, 2014	
<b>Submittal information:</b>	<b>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	Place date stamp here.  Received Texas Education Agency
<b>Contact information:</b>	Tim Regal: <a href="mailto:Tim.Regal@tea.state.tx.us">Tim.Regal@tea.state.tx.us</a> (512) 463-0961	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name Fort Worth Independent School District	Vendor ID # 75-600163	Mailing address line 1 100 N University Drive, Ste. SW204
Mailing address line 2	City Fort Worth	State TX
		ZIP Code 76107-1360
County- District # 220905	Campus number and name NA	US Congressional District # 12/26
	ESC Region # 11	DUNS # 073177776

**Primary Contact**

First name Tracy	M.I. L	Last name Marshall
Telephone # 817.814.2281	Email address <a href="mailto:tracy.marshall@fwisd.org">tracy.marshall@fwisd.org</a>	Title Executive Director, Grants
		FAX # 817.814.2285

**Secondary Contact**

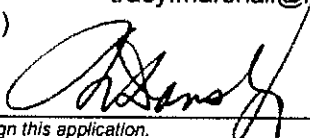
First name Cliff	M.I.	Last name Mayer
Telephone # 817.814.3300	Email address <a href="mailto:clifford.mayer@fwisd.org">clifford.mayer@fwisd.org</a>	Title Director, Induction, Development & Retention
		FAX # 817.814.3305

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name Walter	M.I.	Last name Dansby
Telephone # 817.814.2281	Email address <a href="mailto:tracy.marshall@fwisd.org">tracy.marshall@fwisd.org</a>	Title Superintendent
Signature (blue ink preferred)		FAX # 817.814.2285
		Date signed



1/15/2014

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Amendments page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

#	Schedule #	Current Original Cost	Grant Previously Approved	From Original Budget	B	C	D
					Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll		\$		\$	\$	\$
2.	Schedule #8: Contracted		\$		\$	\$	\$
3.	Schedule #9: Supplies and		\$		\$	\$	\$
4.	Schedule #10: Other Operating Costs		\$		\$	\$	\$
5.	Schedule #11: Capital Outlay		\$		\$	\$	\$
6.	Total direct costs:		\$		\$	\$	\$
7.	Indirect cost ( %):		\$		\$	\$	\$
8.	Total costs:		\$		\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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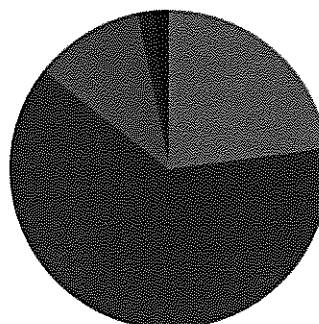
By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

Provide a brief overview of the program you plan to deliver. Refer to the Instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**FWISD Students by Ethnicity**

- African American
- Hispanic
- White
- Asian
- Other

The Fort Worth Independent School District (FWISD) is the sixth largest district in the state of Texas, serving more than 80,000 students at 144 schools, with a population that is 62.8% Hispanic, 22.8% African American, 11% White, and 1.9% Asian, 80.2% Economically Disadvantaged (ED), 30.5% Limited English Proficient (LEP), and 51% At Risk of Dropping Out (Academic Excellence Indicator System 2012). The district has a high number of teachers with emergency, provisional, or temporary certification or licensure with 152, or 2.76% (FWISD Human Capital Management via Texas Education Agency's State Board of Educator Certification 2012-2013). FWISD currently faces many of the challenges common among large, urban school districts, including increasing learner diversity, large populations of LEP and economically disadvantaged students, and increasing demands for accountability and achievement at all levels.

In 2014, it is estimated that FWISD will hire between 700 and 800 new teachers, with 50% or more being new to the profession. Those new to the profession have a different set of needs than more experienced teachers.

*A word commonly associated with the beginning teacher is struggle. That's because many teachers begin their careers struggling. The optimism and excitement typical of new professionals also is there, of course, but these feelings seem to dissipate faster in new teachers.*

*What is more common to see in the first day and first year of teaching is much anxiety and confusion (Wong & Wong, 2009) with little help in learning the ropes of teaching, which causes many to change schools or leave within the first four years (Baldacci & Moore Johnson, 2006). The mentoring and coaching provided to novice teachers in the early stages of their careers is critical to promoting teacher excellence, retention and student success.*

*Being a new teacher means being concerned, from day one, with testing and accountability, with teaching a learner-centered curriculum and, most importantly, with getting to know children and parents who in most parts of the country come from diverse culture and language backgrounds. (Solis, 2009)*

In order to meet its **Recruitment, Induction, and Retention** needs, FWISD proposes an innovative plan through the Educator Excellence Innovation Program that addresses new teacher training and mentoring, competitive compensation plans, a restructuring of the district's hiring process, the implementation of a new applicant tracking system, and new ways of evaluating new teacher progress using the *Danielson Framework for Teaching*.

**Mentorship**

In response to the Educator Excellence Innovation Program, FWISD will create a new mentor position, The New Teacher Induction Specialist (Specialist), a full-release, salaried position designed to provide high quality mentoring and professional development, accurate and formative evaluations of their mentees, guidance and teambuilding to foster the creation of a district-wide new teacher cohort; ongoing support in all aspects of teaching including pedagogy, classroom management, use of data, and understanding campus and district culture. Each of the 10 Specialists will be assigned approximately 20 first- and second-year teachers. More rigorous selection of high quality mentors is an important component of FWISD's proposed mentoring program. Specialists must have more than three years of classroom experience, a clear record of improving student achievement, and personal and professional characteristics such as a positive attitude, a willingness to grow as a mentor, and a respect for multiple perspectives.

**New Teacher Observations**

New teachers will receive multiple observations throughout their 2 year mentorship from their New Teacher Induction

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Specialist, campus administrators, and network specialists using the Charlotte Danielson Framework for Teaching for guidance. The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching.

The Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.

#### Formal Evaluations

In order to maintain consistency across the district's teaching staff, the primary formal evaluation tool will remain the Professional Development and Appraisal System (PDAS), based on the teacher proficiencies described in Learner-Centered Schools for Texas: A Vision of Texas Educators, approved by the State Board of Education on February 11, 1994, with the first-time addition of Value Added data from SAS and Batelle. For the first time, through EEIP, Fort Worth ISD will use a value-added measure (EVAAS) to determine the impact on of instruction on student growth including building the capacity to (1) implement EVAAS, and (2) clearly explain EVAAS utilizing professional services from Battelle for Kids to develop tools to help teachers more readily understand growth analysis. The capacity to use value-added measures to determine student growth will be made available district-wide to all FWISD campuses, teachers, and administrators.

#### Professional Learning Communities

New teachers in the proposed project will form Professional Learning Communities (PLCs) led by their shared New Teacher Induction Specialist. PLCs at each campus will meet weekly during shared planning periods or before or after school and once monthly for a meeting/Professional Development session led by their shared Specialist. Additionally, the PLCs and the New Teacher Cohorts will each have shared online forums for peer support. These forums will be moderated by the New Teacher Induction Specialists who will be able to provide on-time advice and support.

#### Professional Development for New Teachers

To provide consistent professional development across the district, FWISD New Teacher Induction Specialists and mentees will utilize Teachscape products to provide ongoing professional development to mentees.

#### Strategic Compensation

FWISD proposes a three-pronged approach to strategic compensation under EEIP that includes sign-on bonuses for critical shortage teachers, a full scale compensation market study, and the possibility of stipends for those new teachers completing the two-year EEIP program and displaying higher levels of competence.

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By TEA staff person:



## Standard Application System (SAS)

Schedule #6—Program Budget Summary								
County-district number or vendor ID: 220905		Amendment # (for amendments only): NA						
Program authority: General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature								
Project period: April 1, 2014, through August 31, 2016 Fund code: 429								
Part 1: Budget Summary								
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/14 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$912,800	\$11,200	\$924,000	\$924,000	\$11,200	\$935,200
Schedule #8	Professional and Contracted Services (6200)	6200	\$42,000	\$1,000	\$43,000	\$42,000	\$1,000	\$43,000
Schedule #9	Supplies and Materials (6300)	6300	\$16,000	\$3,388	\$19,388	\$4,800	\$3,388	\$8,188
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0
Total direct costs:			\$970,800	\$15,588	\$986,388	\$970,800	\$15,588	\$986,388
Percentage% indirect costs (see note): 1.38%			N/A	\$13,612	\$13,612	N/A	\$13,612	\$13,612
Grand total of budgeted costs (add all entries in each column):			\$970,800	\$29,200	\$1,000,000	\$970,800	\$29,200	\$1,000,000
Administrative Cost Calculation								
Enter the total grant amount requested:			Year 1		Year 2			
			\$1,000,000		\$1,000,000			
Percentage limit on administrative costs established for the program (10%):			x .10		x .10			
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:			\$100,000		\$100,000			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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## Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 220905			Amendment # (for amendments only): NA		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
<b>Academic/Instructional</b>					
1	Teacher				
2	Educational aide				
3	Tutor				
<b>Program Management and Administration</b>					
4	Project director				
5	Project coordinator				
6	Teacher facilitator				
7	Teacher supervisor				
8	Secretary/administrative assistant				
9	Data entry clerk				
10	Grant accountant/bookkeeper				
11	Evaluator/evaluation specialist		2	\$25,000	\$25,000
<b>Auxiliary</b>					
12	Counselor				
13	Social worker				
14	Community liaison/parent coordinator				
<b>Other Employee Positions</b>					
15	Title New Teacher Induction Specialist	10		\$600,000	\$600,000
16	Title Project Development Specialist		1	\$10,000	\$10,000
17	Title				
18	Subtotal employee costs:			\$635,000	\$635,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19	6112 Substitute pay				
20	6119 Professional staff extra-duty pay			\$190,000	\$200,000
21	6121 Support staff extra-duty pay				
22	6140 Employee benefits			\$99,000	\$100,200
23	61XX Tuition remission (IHEs only)				
24	Subtotal substitute, extra-duty, benefits costs			\$289,000	\$300,200
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$924,000</b>	<b>\$935,200</b>

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose: Project Management & Budget Printing Costs	\$1,000	\$1,000
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		<b>\$1,000</b>	<b>\$1,000</b>

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	PBIS Training for Induction Specialists	<input type="checkbox"/>	\$1,000	\$1,000
2	Poverty/Diversity Training for Induction Specialists	<input type="checkbox"/>	\$1,000	\$1,000
3	Curriculum Training for Induction Specialists	<input type="checkbox"/>	\$1,000	\$1,000
4	Technology Training for Induction Specialists	<input type="checkbox"/>	\$1,000	\$1,000
5	Leadership Training for Induction Specialists	<input type="checkbox"/>	\$1,000	\$1,000
6	Recruiter Training	<input type="checkbox"/>	\$2,000	\$2,000
7		<input type="checkbox"/>		
8		<input type="checkbox"/>		
9		<input type="checkbox"/>		
10		<input type="checkbox"/>		

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$7,000

\$7,000

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

	Specify topic/purpose/service: Teachscape PD Tools		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Subscription Contract with Teachscape for Professional Development tools used in conjunction with the Danielson Framework for Teaching ID&E Scorecard. (Full description in proposal)			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs	# of positions: NA		
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for subgrants only)			
	Total budget:		\$35,000	\$35,000

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 220905

Amendment number (for amendments only): NA

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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<b>Schedule #8—Professional and Contracted Services (6200) (cont.)</b>				
County-District Number or Vendor ID: 220905		Amendment number (for amendments only): NA		
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>				
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$1,000	\$1,000	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$7,000	\$7,000	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$35,000	\$35,000	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0	
(Sum of lines a, b, c, and d) Grand total		\$43,000	\$43,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 220905

Amendment number (for amendments only): NA

**Expense Item Description**

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantlty	Unit Cost	Year 1	Year 2
	1	Tablet/Laptop	One for each Induction Speciallst for Portability for Observations, Correspondence, etc.	10	\$10,000	\$10,000	\$
	2						
	3						
	4						
	5						
6399	Technology software—Not capitalized					\$10,000	
6399	Supplies and materials associated with advisory council or committee						
Subtotal supplies and materials requiring specific approval:							
	Remaining 6300—Supplies and materials that do not requlre specific approval:					\$9,388	\$8,188
Grand total:						\$19,388	\$8,188

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 220905		Amendment number (for amendments only): NA	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)		
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		
	Specify purpose:		
6419	Travel for non-employees (Includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		
6490	Indemnification compensation for loss or damage		
6490	Advisory council/committee travel or other expenses		
6499	Membership dues in civic or community organizations (not allowable for university applicants)		
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			
Remaining 6400—Other operating costs that do not require specific approval:			
<b>Grand total:</b>		<b>\$0</b>	<b>\$0</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #11—Capital Outlay (6600/15XX)</b>					
County-District Number or Vendor ID: 220905			Amendment number (for amendments only): NA		
<b>15XX is only for use by charter schools sponsored by a nonprofit organization.</b>					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A		
<b>66XX/15XX—Technology hardware, capitalized</b>					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
<b>66XX/15XX—Technology software, capitalized</b>					
12					
13					
14					
15					
16					
17					
18					
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29					
<b>Grand total:</b>				<b>\$0</b>	<b>\$0</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #12—Demographics and Participants to Be Served with Grant Funds</b>					
County-district number or vendor ID: 220905			Amendment # (for amendments only): NA		
<b>Part 1: Student Demographics.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
<b>Total enrollment:</b>			84,563		
Category	Number	Percentage	Category	Percentage	
African American	19,271	22.8%	Attendance rate	94.9%	
Hispanic	53,096	62.8%	Annual dropout rate (Gr 9-12)	3.5%	
White	9,268	11.0%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	65%	
Asian	1,647	1.9%	TAKS commended 2011 performance, all tests (sum of all grades tested)	10%	
Economically disadvantaged	67,805	80.2%	Students taking the ACT and/or SAT	61.7%	
Limited English proficient (LEP)	25,801	30.5%	Average SAT score (number value, not a percentage)	1329	
Disciplinary placements	1,644	1.8%	Average ACT score (number value, not a percentage)	18.2	
<b>Comments</b>					
<b>Part 2: Teacher Demographics.</b> Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	1,152	23.2%	No degree	51	1%
Hispanic	1,050	21.2%	Bachelor's degree	3,568	72%
White	2,614	52.7%	Master's degree	1,293	26.1%
Asian	68	1.4%	Doctorate	46	0.9%
1-5 years exp.	1,557	31.4%	Avg. salary, 1-5 years exp.	\$47,880	N/A
6-10 years exp.	1,109	22.4%	Avg. salary, 6-10 years exp.	\$51,560	N/A
11-20 years exp.	1,260	25.4%	Avg. salary, 11-20 years exp.	\$54,501	N/A
Over 20 years exp.	711	14.3%	Avg. salary, over 20 years exp.	\$65,323	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	4838	7004	7570	7399	6989	6583	6403	6064	6026	5757	6727	4972	4485	3746	84563
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	4838	7004	7570	7399	6989	6583	6403	6064	6026	5757	6727	4972	4485	3746	84563

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	201	348	490	468	394	374	318	415	387	371	555	340	277	256	5194
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	201	348	490	468	394	374	318	415	387	371	555	340	277	256	5194

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When conducting a needs assessment in FWISD, it is customary to use the ESC 20 Comprehensive Needs Assessment (CNA) Model. The purpose of a CNA is to examine multiple sources of data to identify the priority needs and direction for the school. This critical process is the pre-work to the development of district and campus improvement plans and informs decisions regarding the justification for use of NCLB and other funds. The data helps leadership monitor and assess the impact of programs, instruction, and other resources related to student achievement by developing a district profile. When conducted thoroughly, the CNA tool provides the organization with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards. Conducting a CNA is a process, not an event. While there may be specific times during the school year when targeted data analysis occurs, the data collection and analysis process is ongoing to ensure that progress toward the district's objectives, goals, mission and vision are being realized.

To facilitate the process and ensure buy-in from stakeholders, it is recommended that the district/school organize all staff and other potential members into committees, each focused on gathering data for their assigned category area. The committees ideally are comprised of members that are required under NCLB to carry out the plan: parents and other members of the community, teachers, principals, administrators, and if appropriate, pupil services personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students from such a school.

The committees determine which data should be collected to provide the most information regarding the strengths and needs of the district/school. The team must be purposeful about gathering sufficient key data sources to assess the strengths and needs of the system without gathering so much data that it becomes difficult to facilitate the process. Informed decisions and decision-making regarding the school profile are, therefore, based on data, rather than assumptions or perceptions.

Below is the process that links the needs assessment to the district's improvement plans.

Step 1: Review the purpose and outcomes for conducting the Comprehensive Needs Assessment.

- What do we want to accomplish? How will we ensure it's a process, not an event? How will we get multiple stakeholders involved in the process? How will we share the purpose and outcomes with those involved? What are the short- and long-term timelines?

Step 2: Establish committees for each area of the Comprehensive Needs Assessment.

- Is there a committee or team with expertise in any of the areas? If not, which staff will make the greatest impact on the committee or team? How will team members be recruited, selected, and potentially replaced? How do we ensure there is diversity on each team to challenge assumptions and stretch the group? Which team member is best-suited to lead and facilitate individual teams? How do we ensure the team member is skilled in group facilitation, consensus building, leading conversations regarding data/analysis, collaboration, and others? How will coordination among committees occur?

Step 3: Determine which types of data will be collected and analyzed by the committee to develop the district profile.

- What data will we collect? Does the data need to be recognized in charts, graphs, tables, etc., to facilitate analysis? Do data collection tools need to be developed? How do we ensure that certain types of data are kept confidential and FERPA is not violated? How do we ensure that committees follow the process and refrain from identifying solutions before analysis is complete?

Step 4: Determine areas of priority and summarize needs.

- What are the strengths and needs of our district and its representative groups? What evidence supports the strengths and needs? What are the priorities? What are we learning about our district, and what connections are we making?

Step 5: Connect the Comprehensive Needs Assessment to the district improvement plan development and review process.

- What are the findings in the CNA? How are the findings reflected in summary statements? How are the CNA strengths addressed in the district improvement plans as strategies and activities which will be continued and sustained to build on these strengths? How are the CNA needs addressed in the district improvement plans through strategies and activities designed to improve student outcomes? How do priorities and needs correlate with justifications for program expenditures?

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	New Teachers need Intensive Mentoring for Proper Induction and Retention	Mentors will be assigned to new teachers to prepare them to succeed with their campus's student population. Each highly qualified mentor will have previous teaching experience that can aid new teachers in improving their instructional practices.
2.	Teacher Evaluations Should Be More Rigorous and Valid	An individual development and evaluation (ID&E) scorecard will be used to assess teaching practices in the classroom. The ID&E scorecard will provide a structured evaluation rubric that will identify highly effective teachers. Each teacher will be observed in the spring and fall of the academic year.
3.	Professional Development and Collaboration Must Be Consistent Across the District	Mentors will provide collaboration opportunities within the school week to discuss and share pedagogical strategies. Value added modeling of student growth data will be used for teacher teams to illustrate student academic growth over the academic year. Teacher perceptions of professional development will be assessed annually through a teacher survey.
4.	Strategic Compensation is Needed to Aid Retention	Strategic compensation will be used to recruit new teachers in areas with market shortages such as bilingual education. An analysis of comparative districts' sign on bonuses will be conducted to align with competitive market practices.
5.	Newly Recruited Teachers Must Be of the Highest Quality to Ensure Student Success	Funds can be used to incentivize highly qualified teachers to teach in FWISD.
6.	Career Pathways Must Be Built to Aid Teacher Retention	Mentor teachers, who are identified by campus leaders for their professionalism, exemplary teaching and lesson planning, and mastery of classroom management will be provided with financial incentives to compensate for the extra time and effort they spend with their mentees.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Dir. Induction, Development & Retention	Master's degree in education, curriculum and instruction, or a related field preferred. Texas Administrative certification. Five years of experience in induction, development, and mentoring programs. Campus leadership experience desired.
2.	Sr.Compensation Officer	Bachelor's degree, 10 yrs Human Resources Experience, Knowledge of all applicable state and federal laws, Experience in designing, conceptualizing, and administering HR mgmt. systems.
3.	Chief of Human Capital Management	Master's degree required. Valid Texas administrative certification required. Minimum 10 years total experience as a Principal or Central Office Administrator. Must also have experience in developing and managing human capital programs. Strong background and experience in leadership in policy, planning, board, and governmental relations. Thorough knowledge of all local, state, and federal laws governing employment practices.
4.	EEIP Project Manager	Bachelor's Degree from an accredited college or university in a related field; Master's Degree preferred. Five plus years of related experience. Experience in project management and knowledge of project management tools and processes. PDAS & ID&E Expertise.
5.	Project Evaluator	Master's degree (Ph.D. preferred) in education, experimental psychology, social sciences, or related field. 3 yrs experience in program evaluation or research, educational or university setting. Knowledge of program evaluation methodology; quantitative & qualitative methods

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Recruit top quality candidates for high need teaching positions.	1. Implement Applitrack System	03/01/2014	08/31/2014
		2. Provide Sign-on Incentives	04/01/2014	Ongoing
		3. Provide recruiter training to HCM staff	04/01/2014	Ongoing
		4. Screen applicants using ZeroRisk	04/01/2014	Ongoing
		5. Train campus administrators on new recruitment plan	04/01/2014	07/31/2014
2.	Provide high-level Induction services to first and second year teachers.	1. Recruit & Screen New Teacher Induction Specialists	04/01/2014	06/30/2014
		2. Train New Teacher Induction Specialists	06/30/2014	Ongoing
		3. Specialists begin mentoring new teachers	08/01/2014	Ongoing
		4. Specialists Complete ID&E Scorecard Evaluations	12/01/2014	Ongoing
		5. Build social-networking opportunities for new teachers	04/01/2014	08/01/2014
3.	Retain new teachers beyond their second year of teaching.	1. Provide Retention Incentives	09/01/2015	Ongoing
		2. Provide Competency Stipends	09/01/2015	Ongoing
		3. Conduct New Teacher Surveys	12/01/2014	Ongoing
		4. Provide career advancement opportunities	09/01/2015	Ongoing
		5. Provide support through mentors and cohort	08/01/2014	Ongoing
4.	Offer competitive compensation and career pathways for teachers.	1. Conduct Compensation Market Survey	11/01/2013	05/01/2014
		2. Adjust Salaries based on Findings	07/01/2014	08/01/2014
		3. Offer Sign-on and Retention Incentives	04/01/2014	Ongoing
		4. Offer Competency Stipends	09/01/2015	Ongoing
		5. Offer Multiple Career Pathways to new teachers	09/01/2015	Ongoing
5.	Evaluate the effectiveness of the EEIP project.	1. Collect Data from Specialists	08/01/2014	Ongoing
		2. Conduct New Teacher Survey	12/01/2014	Ongoing
		3. Provide Findings to Management Committee	09/01/2014	Ongoing
		4. Complete Final Evaluation Reporting	08/31/2015	08/31/2015
		5. Make board recommendations regarding adoption	07/01/2016	07/31/2016

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

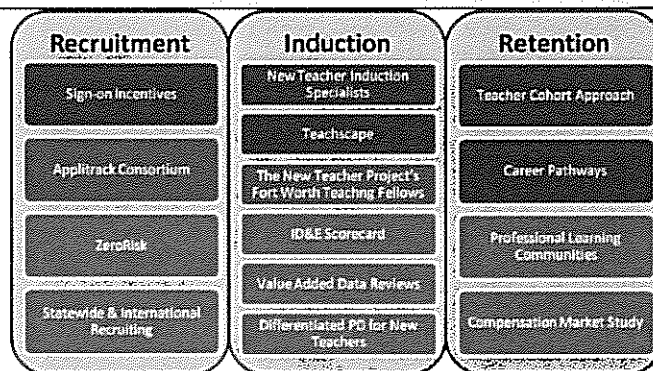
FWISD continually monitors data related to recruiting, hiring, and supporting teachers. Developing a workforce of teachers who are student- and customer-centered is a key strategic goal for the District. Within that goal, the District has aligned key strategic objectives, strategies identified for meeting the objectives, and associated measures for discerning progress towards those objectives. The Department of Human Capital Management (HCM) designed SMART goals aligned with building and supporting a student- and customer-centered teacher workforce, and progress towards those goals is reviewed on a quarterly basis by the department leadership and reported to the District's Program Efficiency, Effectiveness, and Sustainability Department (PE<sup>2</sup>S). PE<sup>2</sup>S reports progress towards the District's goals for all departments and campuses to the Superintendent and Board of Education. As these goals are reviewed on a quarterly basis, HCM adjusts programs and resources to maintain alignment with and progress towards the District's overall goal.

PE<sup>2</sup>S also manages the evaluation of program implementation and program impact on target populations. As such, PE<sup>2</sup>S provides formative and summative feedback, also aligned with the District's key strategic goals, throughout the implementation of the program. The feedback ranges from analyzing student indicators of success (i.e. testing, drop-out rates, graduation, absenteeism, college-going) to stakeholder voice (i.e. student and educator surveys, focus groups). PE<sup>2</sup>S reports these data to program managers on a regular, scheduled basis, which in turn provides program managers with the information they need to inform District leadership and the community.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project was designed to ensure maximization of grant funds by aligning project activities with existing and planned district resources and initiatives funded locally or using state, federal, and foundation funding. See illustration for **proposed activities, activities being implemented in 2014, and existing activities** that will be leveraged for the project implementation.

With an excellent track record of providing strong grant management skills for past grants received from TEA, the FWISD intends to apply rigorous management strategies and extensive project management experience to the program description and activities planned for the proposed project. The Project Coordinator, with ongoing assistance from campus administrative personnel, district officials (e.g. representatives of the Grants, Human Capital Management, Budget, Learning Networks and PE<sup>2</sup>S Departments) will ensure that activities are completed on time and within budget by conducting monthly meetings and informal interviews as well as by reviewing formative evaluation reports. The Management Committee will use the Project Action Plan, an internally-developed project management tool that identifies the major activities included in the grant and their timelines, milestones, responsible parties, collaborators, and budget information. Managing with the Action Plan will ensure that roles of each partner are well defined, that feedback and continuous improvement are monitored, and that the campus improvement plan documents all grant activity.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Analyze new teacher retention rates, and compare them with rates prior to the program	1.	Retention rates for new teachers will increase by 2% annually (2013-2014 baseline).
2.	Survey new teachers as to the extent to which they are supported and integrated into the campus culture	1.	90% of new teachers surveyed will report interacting with their mentor at least once/week
		2.	80% of new teachers surveyed will report that their mentors satisfactorily supported them (multi-item construct)
3.	Analyze campus- and teacher-level data to determine fidelity of mentoring at campus level	1.	The percent of mentors matched to new teachers by grade/content will increase by 5% annually (baseline established in 2014)
		2.	90% of new teachers will have mentors assigned to support them within 15 days of reporting to their campuses.
		3.	90% of mentors will complete action plans for their new teachers.
4.	Analyze campus and teacher value-added data to determine new teacher effectiveness	1.	Students' growth for new teachers will not be statistically lower than their experienced colleagues' students.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to measure new teacher retention, teacher personnel data will be analyzed on a quarterly basis to determine whether attrition has occurred. Retention rates for the school year will be compared with baseline 2013-2014 rates, which will establish September 1- August 30 parameters to adjust for summer attrition. New teachers who are identified, but are not assigned mentors (if any) will be an additional comparison for retention rates. The data will be presented in tabular and narrative formats. Analyses are descriptive and inferential (differences by school level, for instance).

New teachers are surveyed annually through the District's Teacher Survey. In addition to questions designed to measure climate and engagement, new teachers will respond to questions regarding expectations of their mentors and the extent to which teachers are satisfied with the mentoring and support provided to them. In addition, the District conducts two other short, pulse surveys at the beginning and end of the school year to get a sense of climate and support. These pulse surveys can be analyzed for new teacher responses. The data are reported by District and campus, in tabular, graphical, and narrative format. Analyses are descriptive and inferential

Fidelity of implementation will be based on responses from new teachers on the Teacher Survey regarding frequency and quality of mentoring, on mentors' submission of required documentation (i.e. action plans, observations, contracts), on campus records of assigning and matching mentors to mentees, and on District records of mentors and new teachers attending required trainings. Analyses will be conducted on a quarterly basis to determine progress towards goals, and data will be reported in tabular and narrative formats.

Value-added data are generated through SAS and Battelle, and are released on an annual basis. Data will be reported historically, based on the prior school year. Data will be analyzed comparing new teachers with their colleagues who are more experienced, by content and grade level. Data will be reported in tabular format.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**Statutory Requirement 1: Required** - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In response to the Educator Excellence Innovation Program, FWISD will create a new mentor position, The New Teacher Induction Specialist, a full-release, salaried position designed to provide high quality mentoring and professional development, accurate and formative evaluations of their mentees, guidance and teambuilding to foster the creation of a district-wide new teacher cohort; ongoing support in all aspects of teaching including pedagogy, classroom management, use of data, and understanding campus and district culture. More rigorous selection of high quality mentors is an important component of FWISD's proposed mentoring program. Mentors must have more than three years of classroom experience, a clear record of improving student achievement, and personal and professional characteristics such as a positive attitude, a willingness to grow as a mentor, and a respect for multiple perspectives.

Mentor selection is key to the success of the proposed program. The New Teacher Induction Specialists will meet the following criteria: Three years or more of classroom experience (preferably in a high needs school); A proven track-record of raising student achievement; can identify mentee teacher proficiencies and areas in need of improvement; Data analysis experience; Ability to communicate feedback in a way that results in immediate improvement to teacher performance; Demonstrates strong facilitation skills and ability to expertly lead teacher professional development; and Ability to build relationships with mentee teachers.

To ensure candidates are suited to perform the duties of the New Teacher Induction Specialist position, they will each complete a ZeroRisk Emotional Intelligence Assessment. ZeroRisk is an online emotional-intelligence based pre-employment assessment program that provides a customized behavioral interview guide that helps districts identify top talent and place that talent in the correct roles in their organization to maximize performance, reduce turnover, and increase their recruiting return on investment

Once the candidate has completed the online assessment, a Candidate Profile Report & Behavioral Interview Guide is immediately e-mailed to the hiring manager, providing valuable insight into a candidate's Emotional Intelligence Competencies such as people skills (empathy), decision-making, customer service orientation, leadership skills, willingness to adhere to policies and rules, motivation and initiative, self-awareness, self-regulation, ability to work on a team, etc.

Mentor training will be teaching-specific, rather than content-specific. Assigned training for New Teacher Induction Specialists will focus on: relationship-building; classroom management; planning and preparing engaging lessons; use of district technology assets; use of the ID&E Scorecard evaluation rubric; use of the district's Curriculum Frameworks; and school/district policies and procedures. New Teacher Induction Specialists will attend and participate in the district's annual New Teacher Orientation and Training Academy, during which the following instruction will be provided to new teachers: CHAMPS Classroom Management Training; District Orientation and Training; and One Day Orientations at assigned schools. They will also be tasked with attending all other new teacher training offerings and encouraging their charges to take advantage of any and all professional development opportunities provided.

The full-release New Teacher Induction Specialists will receive competitive compensation based on FWISD Compensation Market Study Findings with an estimated average annual salary of \$60,000. By designating the positions as full-release, the New Teacher Induction Specialists will be free to attend a variety of campus, learning network, and team meetings to deepen the amount of guidance they are able to provide their mentees. The Specialists will be able to tailor their schedules to those of their mentees, meeting during planning periods and before and after school depending on what best suits their various schedules. Specialists will be required to meet with each of their mentees at least once per week.

This mentoring structure is also optimal for providing ample observation and modeling opportunities. The Specialists will be required to perform and document a specified number of observations, but will be given discretion to perform more as necessary. Additionally, they will facilitate arrangements for their mentees to observe other teachers in the district with skill-sets suited to the mentees' needs.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**Statutory Requirement 2: Required** - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

New teachers will receive multiple observations throughout their 2 year mentorship from their New Teacher Induction Specialist, campus administrators, and network specialists using the Charlotte Danielson Framework for Teaching for guidance.

**The Danielson Framework for Teaching**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:

5. Planning and Preparation
6. Classroom Environment
7. Instruction
8. Professional Responsibilities

Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching.

The Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.

**Individual Development & Evaluation Scorecard**

Through the support of the EEIP grant program, the district will utilize the **ID&E Scorecard** for mentee feedback. This scorecard is based on **clear definition of practices, behaviors and values** which contribute to highly effective teaching as well as an individual measure of **student growth**. It is a powerful construct to develop **targeted feedback** for individual improvement. Over time, it is also envisioned to be a meaningful source of trend information when aggregated across campuses, seniority, and focus to better inform professional development, recruiting, and promotion decisions.

The ID&E scorecard, through this pilot, would be largely focused on providing meaningful feedback to grow teacher-level talent within the **New Teacher Cohorts**. In order to facilitate its use as a performance management and development support tool, there are four domains outlined in the table below with scores ranging from Unsatisfactory and Basic to Proficient and Distinguished. Indicators of Proficiency are provided for each domain.

<b>ID&amp;E Scorecard Domains</b>	<b>Criteria for Rating of "Proficient"</b>
<b>Domain 1</b>	
1e Designing Coherent Instruction	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.
<b>Domain 2</b>	
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

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2b Establishing a Culture for Learning	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.
2c Managing Classroom Procedures	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.
2d Managing Student Behavior	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.
<b>Domain 3</b>	
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.
3b Using Questioning and Discussion Techniques	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.
3c Engaging Students in Learning	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.
3d Using Assessment in Instruction	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.
3e Demonstrating Flexibility and Responsiveness	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.
<b>Domain 4</b>	
4a Reflecting on Teaching	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.
4b Maintaining Accurate Records	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.

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**Statutory Requirement 3: Required** - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In order to maintain consistency across the district's teaching staff, the primary formal evaluation tool will remain the Professional Development and Appraisal System (PDAS), based on the teacher proficiencies described in Learner-Centered Schools for Texas: A Vision of Texas Educators, approved by the State Board of Education on February 11, 1994, with the first-time addition of Value Added data from SAS and Batelle.

**PDAS**

PDAS consists of eight domains, each scored independently. The evaluation of each of the domains below considers all data generated in the appraisal process.

- (1) Domain I: Active, successful student participation in the learning process;
- (2) Domain II: Learner-centered instruction;
- (3) Domain III: Evaluation and feedback on student progress;
- (4) Domain IV: Management of student discipline, instructional strategies, time and materials;
- (5) Domain V: Professional communication;
- (6) Domain VI: Professional development;
- (7) Domain VII: Compliance with policies, operating procedures and requirements; and
- (8) Domain VIII: Improvement of academic performance of all students on the campus (based on indicators included in the Academic Excellence Indicator System (AEIS)).

The data for the appraisal of each domain is gathered from observations, the Teacher Self-Report Form, and other documented sources and describes teacher contributions in increasing student achievement, making the whole school safe and orderly, and creating a stimulating learning environment for children.

Each teacher is evaluated on Domains I through VIII using the following categories:

- 1) Exceeds Expectations;
- 2) Proficient;
- 3) Below Expectations; and
- 4) Unsatisfactory.

The teacher evaluation in Domain VIII includes the following areas:

- 1) Efforts to enhance academic performance;
- 2) Efforts to enhance student attendance;
- 3) Efforts to identify and assist students in at-risk situations; and
- 4) Campus performance rating.

Campus performance rating data for Domain VIII is reported (not scored) by a campus or district for the first year of the PDAS during the first year for new teachers to a campus.

Under PDAS, the annual teacher appraisal includes:

- (1) at least one classroom observation of a minimum of 45 minutes with additional walk-throughs and observations conducted at the discretion of the certified appraiser;
- (2) a written summary of each observation, which is given to teachers within ten working days after the completion of an observation, with a pre- and post-observation conference conducted at the request of the teacher or certified appraiser;
- (3) completion of Section I of the Teacher Self-Report Form that is presented to the principal:
  - (A) within the first three weeks from the day of completion of the Professional Development and Appraisal System (PDAS) orientation;
  - (B) within the first three weeks from the day of completion of the PDAS orientation; or
  - (C) within the first three weeks of instruction.
- (4) revision of Section I (if necessary) and completion of Sections II and III of the Teacher Self-Report Form that shall be

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presented to the principal at least two weeks prior to the summative annual conference;

(5) cumulative data of written documentation collected regarding job-related teacher performance, in addition to formal classroom observations;

(6) a written summative annual appraisal report; and

(7) a summative annual conference.

#### Value Added Data

For the first time, through EEIP, Fort Worth ISD will use a value-added measure (EVAAS) to determine the impact on of instruction on student growth including building the capacity to (1) implement EVAAS, and (2) clearly explain EVAAS utilizing professional services from Battelle for Kids to develop tools to help teachers more readily understand growth analysis. The capacity to use value-added measures to determine student growth will be made available district-wide to all FWISD campuses, teachers, and administrators. EVAAS was initially piloted at FWISD as a tool to determine teacher pay for performance under the federal Teacher Incentive Fund, but it has never before been used in a teacher's formal evaluation. FWISD will pilot this use of EVAAS in its New Teacher Cohorts.

The SAS-EVAAS<sup>®</sup> for K-12 builds on the Tennessee Value-Added Assessment System (TVAAS) methodology developed by Dr. William L. Sanders and his colleagues at the University of Tennessee. Value-added assessment eliminates the possibility of a distorted view of effective schooling by following the progress of individual students. Schools whose students begin the year at a higher level may look effective, even if their students are gaining little ground. By the same token, schools whose students start at a lower level may appear ineffective, even if their students are making excellent progress.

The SAS EVAAS team has more than a decade's experience in building longitudinal student achievement databases and providing reporting that uses mixed-model, multivariate longitudinal methodologies. This statistical approach increases the utility of test scores because it dampens the measurement error associated with a single score on a single day for each individual child. The SAS EVAAS team has developed the most comprehensive reporting package of value-added metrics available in the educational market. Not only do they provide valuable diagnostic information about past practice, but they also report students' predicted success probabilities at numerous academic milestones. These predictions for academic success (or lack of it) enable a more equitable distribution of educational resources, one that ensures that all students have the opportunity to make academic growth each year.

At certain grade levels, PK -2 and 12, where value-added student outcome data is not available, a 'proxy' for growth has been developed. For example, in early elementary grades where the Stanford Achievement Test (SAT-10) is administered but individual EVAAS cannot be calculated, growth is measured around improvement gains.

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**Statutory Requirement 4: Required** - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

New teachers in the proposed project will form Professional Learning Communities (PLCs) led by their shared New Teacher Induction Specialist. PLCs at each campus will meet weekly during shared planning periods or before or after school and once monthly for a meeting/Professional Development session led by their shared Specialist. Additionally, the PLCs and the New Teacher Cohorts will each have shared online forums for peer support. These forums will be moderated by the New Teacher Induction Specialists who will be able to provide on-time advice and support.

There are five attributes of PLCs:

- supportive and shared leadership;
- collective creativity;
- shared values and vision;
- supportive conditions; and
- shared personal practice.

**Supportive and Shared Leadership**

The school change and educational leadership literatures clearly recognize the role and influence of the campus administrator (principal, and sometimes assistant principal) on whether change will occur in the school. It seems clear that transforming a school organization into a learning community can be done only with the sanction of the leaders and the active nurturing of the entire staff's development as a community. Thus, a look at the principal of a school whose staff is a professional learning community seems a good starting point for describing what these learning communities look like and how the principal "accepts a collegial relationship with teachers" (D. Rainey, personal communication, March 13, 1997) to share leadership, power, and decision making.

**Collective Creativity**

In schools, the learning community is demonstrated by people from multiple constituencies, at all levels, collaboratively and continually working together (Louis & Kruse, 1995). Such collaborative work is grounded in what Newmann (reported by Brandt, 1995) and Louis and Kruse label reflective dialogue, in which staff conduct conversations about students and teaching and learning, identifying related issues and problems. Griffin (cited by Sergiovanni, 1994a, p. 154) refers to these activities as *inquiry*, and believes that as principals and teachers inquire together they create community. Inquiry helps them to overcome chasms caused by various specializations of grade level and subject matter. Inquiry forces debate among teachers about what is important. Inquiry promotes understanding and appreciation for the work of others. . . . And inquiry helps principals and teachers create the ties that bond them together as a special group and that bind them to a shared set of ideas. Inquiry, in other words, helps principals and teachers become a community of learners.

**Shared Values and Vision**

A core characteristic of the vision is an undeviating focus on student learning, maintains Louis and Kruse (1995), in which each student's potential achievement is carefully considered. These shared values and vision lead to binding norms of behavior that the staff supports. In such a community, the individual staff member is responsible for his/her actions, but the common good is placed on a par with personal ambition. The relationships between individuals are described as caring. Such caring is supported by open communication, made possible by trust (Fawcett, 1996).

**Supportive Conditions**

Several kinds of factors determine *when*, *where*, and *how* the staff can regularly come together as a unit to do the learning, decision making, problem solving, and creative work that characterize a professional learning community. In order for learning communities to function productively, the physical or structural conditions and the human qualities and capacities of the people involved must be optimal (Boyd, 1992; Louis & Kruse, 1995).

**Physical conditions.** Louis and Kruse identify the following physical factors that support learning communities: time to meet and talk, small school size and physical proximity of the staff to one another, interdependent teaching roles, well-developed communication structures, school autonomy, and teacher empowerment. An additional factor is the staff's input in selecting teachers and administrators for the school, and even encouraging staff who are not in tune with the program to find work elsewhere.

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Boyd presents a similar list of physical factors that result in an environment conducive to school change and improvement: the availability of resources; schedules and structures that reduce isolation; policies that encourage greater autonomy, foster collaboration, enhance effective communication, and provide for staff development. Time is clearly a resource: "Time, or more properly lack of it, is one of the most difficult problems faced by schools and districts." (Watts & Castle, 1993, p. 306). Time is a significant issue for faculties who wish to work together collegially, and it has been cited as both a barrier (when it is not available) and a supportive factor (when it is available) by staffs engaging in school improvement.

**People capacities.** One of the first characteristics cited by Louis and Kruse (1995) of individuals in a productive learning community is a willingness to accept feedback and to work toward improvement. In addition, the following qualities are needed: respect and trust among colleagues at the school and district level, possession of an appropriate cognitive and skill base that enables effective teaching and learning, supportive leadership from administrators and others in key roles, and relatively intensive socialization processes.

#### **Shared Personal Practice**

Review of a teacher's behavior by colleagues is the norm in the professional learning community (Louis & Kruse, 1995). This practice is not evaluative but is part of the "peers helping peers" process. Such review is conducted regularly by teachers, who visit each other's classrooms to observe, script notes, and discuss their observations with the visited peer. The process is based on the desire for individual and community improvement and is enabled by the mutual respect and trustworthiness of staff members.

Reports in the literature are quite clear about what successful professional learning communities look like and act like. The requirements necessary for such organizational arrangements include:

- the collegial and facilitative participation of the principal, who shares leadership - and thus, power and authority - through inviting staff input in decision making
- a shared vision that is developed from staff's unswerving commitment to students' learning and that is consistently articulated and referenced for the staff's work
- collective learning among staff and application of that learning to solutions that address students' needs
- the visitation and review of each teacher's classroom behavior by peers as a feedback and assistance activity to support individual and community improvement and
- physical conditions and human capacities that support such an operation

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**Statutory Requirement 5: Required** - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

To provide consistent professional development across the district, FWISD New Teacher Induction Specialists and mentees will utilize Teachscape products to provide ongoing professional development to mentees. Teachscape is fully-integrated with the Danielson Framework for Teaching that is the basis of the ID&E Scorecard review process.

**A Solution for Continuous Improvement**

For a systematic approach to professional learning, Teachscape offers a complete professional learning solution that:

- Enables administrators to manage and track professional development across the district
- Empowers educators to plan and track their learning
- Provides high-quality professional learning content on a variety of topics
- Allows educators to access video libraries of teaching practice or build their own
- Provides educators with online communities for ongoing collaboration

**A Systematic Approach to Use Data to Guide Professional Learning**

Teachscape's professional learning solution includes Teachscape *Learn* professional learning system and Teachscape *Reflect* evaluation management system.

Together these building blocks provide educators with differentiated learning content (Teachscape *Learn*) based on data collected in walkthroughs and evaluations (Teachscape *Reflect*).

Educators also have the tools to collaborate with peers and coaches through online communities, capture and share videos of teaching, and view or even build video libraries of best practices.

Teachscape recommends the full solution to drive district-wide improvement, but districts can also implement one building block at a time to address specific needs.

Teachscape *Reflect* is a complete observation and evaluation management system that allows districts to deliver actionable feedback and plan targeted learning in Teachscape *Learn*.

**Teachscape Reflect**

Teachscape *Reflect* is an observation and evaluation management system that helps districts make the connection between evaluations and long-term practice improvement. Using a technology-enabled process and graphic-rich reports, districts can use data and evidence to support teachers in reflecting and building on their skills.

**Bring Evaluations and Walkthroughs Online**

Specialists will use Teachscape *Reflect* to manage evaluations and walkthroughs entirely online with more efficiency and better reporting than with a paper-based system. With one system, districts can:

- Evaluate various educator roles using distinct processes
- Incorporate the Framework for Teaching or any evaluation rubric
- Use predefined district evaluation formulas to calculate total evaluation scores
- Monitor progress in overall instruction with classroom walkthroughs

**Integrate Multiple Measures of Teaching**

Districts can get a complete picture of teaching effectiveness by assessing various measures of practice including:

- Formal and informal observations
- Student growth and value-added measures or student learning objectives
- Student, parent, and peer surveys
- Teacher self-review and lesson artifacts

**Turn Data into Action**

Reporting tools give observers and teachers visual tools to focus on specific areas for improvement.

- Observation reports allow analysis of individuals' teaching practice
- Walkthrough reports serve as a springboard for reflective, data-driven dialogue
- Usage reports allow administrators to track observations and walkthroughs

**Teachscape Learn**

The Teachscape *Learn* Professional Learning System allows districts to provide engaging, video-rich learning content as well as video libraries, video capture tools, online communities, and a learning management system.

With Teachscape *Learn*, districts can:

- Develop teacher knowledge and skills with research-based content featuring more than 100 experts

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- Give teachers tools to plan and track their professional learning
- View and create video libraries of effective teaching practices
- Offer collaborative learning through professional learning communities
- Support teachers as they implement the Common Core State Standards

#### **Extensive Research-Based Content Library**

Educators have a searchable content library of video-rich courses with *Learn*.

- Over 160 courses and 2,500 videos of classroom practice, expert commentary, and interactive exercises
- Courses in mathematics, literacy, science, data-driven instruction, new teacher support, and more
- Over 16 courses in the Common Core (with more to come), both math and English language arts
- Competency-based learning courses mapped to Charlotte Danielson's Framework for Teaching

#### **Tools for Video Capture and Sharing**

Users can search for and view videos of teaching, create their own collections of teaching practice videos, and share videos with peers for collaboration and discussion.

- **Teachscape Video Channel:** View and share pre-populated library of more than 200 videos organized by subject, grade, instructional strategy, and featured expert
- **Site Channels:** Build a library of best practices for the school or department by capturing, uploading, and tagging videos of teaching in the district by topic
- **My Channel:** Organize videos of group-assigned videos or lesson videos for peer review
- **My Video:** Upload, manage, and view users' own lesson videos and artifacts

#### **Learning Management System to Track Professional Development**

Teachscape *Learn* includes a learning management system so educators can track professional development from one place.

- Establish a catalog that includes all face-to-face training and online content available in the district
- Allow educators to search and register for relevant offerings
- Manage registration, enrollment, and credits

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**Statutory Requirement 6: Required** - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

FWISD proposes a three-pronged approach to strategic compensation under EEIP that includes sign-on bonuses for critical shortage teachers, a full scale compensation market study, and the possibility of stipends for those new teachers completing the two-year EEIP program and displaying higher levels of competence.

**Sign-On Bonuses**

In order to be competitive with other large neighboring districts, FWISD will begin offering sign-on bonuses of approximately \$5,000 to new hires in critical shortage areas like math, science, ESL, and dual-language. Typically in education, sign-on bonuses are held until an employee's first paycheck or even sometimes spread out over an entire year's pay. FWISD recognizes that in order to be competitive when recruiting new teachers from outside this area, it is important to take into consideration the needs of someone moving here to teach. FWISD will examine several possible solutions to assisting with moving expenses by either offering a partial up-front payout to new teachers or by partnering with a local financial institution to secure short-term loans for these individuals contingent on their completing their first month of teaching in Fort Worth. Depending upon the availability of funds, FWISD would also like to offer smaller follow-up bonuses to those critical shortage teachers who enter a third year of teaching in FWISD.

**Compensation Market Study**

In order to ensure that the district maintains a competitive compensation plan based on market supply and shortage needs, in November 2013, FWISD began a detailed employee compensation study – the first since 2008.

Studies of this magnitude should be undertaken periodically to make sure the District's compensation systems are internally equitable and externally competitive. This also aligns with FWISD's commitment to continuous improvement under the Malcolm Baldrige model.

"Goal 4 of our Strategic Plan requires us to develop a workforce that is student and customer-centered," said Superintendent **Walter Dansby**. "That means we need the most up-to-date information when we are trying to attract, develop, retain and recognize employees that we will expect to provide a high level of service to our students, parents and communities."

The compensation study was approved by the Board of Education at the September 24, 2013 meeting and will be conducted by the Texas Association of School Boards (TASB).

This in-depth study is expected to be completed by the end of the 2013-2014 school year. This gives the Board time to determine if any changes need to be made to compensation before the start of the next school year.

In-depth job information is currently being gathered on all positions. A representative from each unique job was asked to complete a detailed job questionnaire as part of this process. Employee organizations will also have an opportunity to provide input.

**Competence Based Stipends**

Based on evaluation findings, FWISD will consider over the course of the grant, offering competence based stipends to those New Teacher Cohort teachers completing their two-year induction period. FWISD Human Capital Management and Professional Development personnel will review formal evaluations, ID&E Scorecard results, and EVAAS findings.

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**Statutory Requirement 7: Preferred** - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

FWISD is currently in the process of joining the Region XI Consortium of districts. Applitrack is recruiting, HR Files and Selection software for K12 Hiring. Applitrack currently has 2,700 client districts nationwide, including those in over 70 consortiums, making it the number one applicant tracking system available. Features FWISD will now have access to include:

- 1) Free Training, Implementation, and Ongoing Support
- 2) Applicant Support
  - a. 1-click Import of previous applications
  - b. Easy search for specific Jobs
- 3) Job Posting Requisitions Workflow
  - a. Add questions, questionnaires, and forms to each posting
  - b. Unlimited Application types with Unlimited Customization
- 4) Recruiting Process (Casting a Wider Net)
  - a. K12JobSpot.com | Indeed.com | SimplyHired.com
  - b. Employees-as-Referrals process
- 5) Social Media Recruiting
  - a. Facebook | LinkedIn | Twitter
- 6) Comprehensive Applicant Tracking
  - a. Powerful, yet Simple: Search & Selection
  - b. Screening & Scoring
  - c. On-line Interview Scheduling
- 7) Recommendation-to-Hire Workflow
- 8) Paperless Onboarding, Interviews, Evaluations
  - a. Huge Library of Templates
  - b. Public Forms; Application for Building Use | Request for Student Records | etc.
- 9) Visual Reporting, Charts, & Analysis
  - a. EEOC, Custom Reports

Applitrack has developed tools and resources specific to hiring needs in the state of Texas including **Paperless Onboarding** made possible by a bank of New Hire forms; **TASB Job Posting Descriptions and Custom Job Descriptions**, and **Public Forms** that can be posted to the district website and then flow to appropriate district staff.

**Applitrack Recruiting** will allow FWISD to progress applicants through the entire hiring process: recruiting, applicant tracking, assessment and evaluation, interview management, and onboarding.

**Key Features**

- Allows **unlimited customized pages** for unlimited, & different, applicant groups
- Use the Interview Manager function to set up time slots so **selected applicants can self-schedule** for interviews, and provides a bank of 1,500+ questions for administrators to **design custom interview guides**
- Use advanced, **time-saving search folder capabilities** to constantly screen in (or out) the lists of those meeting specific criteria you choose
- Applicants from any of our OVER 1,950 clients nationally can **import their basic data pages with a single click** (contact info, references, education, work history, etc.) into the AppliTrack app
- Provides **custom screen views** for visually comparing applicant data, & simple point-click filtering
- Lets you **choose & create your own paperless e-forms**, such as for **evaluation documents**, interview ratings or new-hire onboarding packets

**Applitrack Selection**

Applitrack Selection is a set of research-based assessments that predict on-the-job performance of applicants by measuring personality, attitude and skill characteristics.

This prediction is based upon how well responses of applicants correlate to how known high-performing employees responded to the same assessments.

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**Selection Assessments**

<b>TeacherFit</b>	<b>JobFit</b>	<b>AdminFit</b>	<b>TeacherFit SE (Special Education)</b>
<b>Dimensions Analyzed:</b> Fairness and Respect Concern for Student Learning Adaptability Communication and Persuasion Planning and Organizing Cultural Competence	<b>Dimensions Analyzed:</b> Stability/Flexibility Reliability Interpersonal Skill Student Focus Ease of Supervision Activity Level Cognitive Ability Cultural Sensitivity	<b>Dimensions Analyzed:</b> interpersonal Skills Judgment and Decision-making Learning Partnerships Multiculturalism Identifying Talent Team Leadership Time Management Leadership Style Optimism Service to Others	<b>Dimensions Analyzed:</b> Interpersonal Skills Communication Motivation Behaving as a Role Model Working through Classroom Complexities Passion for Special Education
<b>Who it's For:</b> Elementary Middle Secondary Substitute Specials Special Ed	<b>Who it's For:</b> Technology Clerical Custodial Cafeteria Aides Security Bus Drivers	<b>Who it's For:</b> Principal Assistant Principal Dept. Chair Team Leader Central Office	<b>Who it's For:</b> Special Education Teachers and Staff

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**Statutory Requirement 8: Preferred** - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Follow the money. Usually good advice to find out what's actually important—or not—to people or organizations, regardless of the values they profess. In education, what's most striking is where the money *doesn't* go: to a variety of engaging roles and opportunities for education professionals, and expanded impact and opportunity for those who demonstrate excellence. In everyday lingo, that's called "career paths." (Hassel and Hassel, 2012)

Prior decades are littered with abandoned efforts to create teacher career paths. Well-intended new efforts risk falling into the same traps. To understand how our career paths are different, it helps to understand what hasn't worked previously. The **fatal flaws** of most teaching career paths include:

- **No pay increases.** Career advancement often does not come with more pay. Or, add-on pay disappears when special money runs out. Instead of being a compliment, promotions become a reminder to our best teachers of how little their profession values their excellence.
- **Financially unsustainable roles.** When schools pay for advanced roles with temporary, special funding, and when new roles do not produce a sustainable financial benefit to schools, even schools that value excellence dearly cannot pay for it.
- **Too few options.** Narrow choices have typically been limited to instructional specialists who provide differentiation outside the classroom and "master" or "mentor" roles responsible for coaching other teachers. Coaching is an important role, as is differentiating instruction. But today, these are the only school-level advancement options in the profession, other than becoming a principal.
- **Limited authority.** Mentors and specialists typically have no authority. Their advice is useful only if a classroom teacher chooses to adopt their successful methods and techniques.
- **Limited accountability.** Mentors typically have no accountability for mentees' success with students. Data about students whom specialists help are not tracked formally as they are for classroom teachers. So, essentially, many of the best teachers are removed from responsibility for students, rather than having enhanced responsibility.

Currently, FWISD offers the teacher career pathways including, Network Specialists, Mentor and Master Teachers, Data Analysts, Principals and Assistant Principals, and Instructional Specialists. Examples of innovative career pathways FWISD will explore through EEIP that would allow teachers who achieve excellence to advance, earn more within regular budgets, enhance their authority within schools, and keep clear responsibility and credit for helping more students learn include, but are not limited to:

- **Teacher-leader roles, in which excellent teachers extend their reach by leading multiple classrooms and a team of teachers—allowing** teachers to develop leadership skills earlier in their careers, while helping peers improve their performance immediately.
- **Specialist jobs** that let elementary teachers focus on their best subjects and roles.
- **Blended-learning roles** that enable teachers to extend their reach by swapping enough teaching time with digital instruction to teach more students, focus on higher-order thinking skills, and increase planning and collaboration time.
- **Remotely located roles** that let excellent teachers teach and take responsibility for students anywhere, using new technologies like webcams that allow teachers to connect with students.
- **Boundless teaching roles** that let teachers create video lessons, design software, and develop curricula and assessments for limitless numbers of students.
- **Team-teaching roles** that allow solid and developing teachers to learn from excellent teachers, focus on their strengths, and pursue advancement, too.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**Statutory Requirement 9:** If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

**Statutory Requirement 10:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**Statutory Requirement 11:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

**Statutory Requirement 12:** If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**TEA Program Requirement 1:** Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the current state of education funding, FWISD is not in a position to fund a pilot of this magnitude. While many of the program's components, such as Applitrack, the ID&E Scorecard, EVAAS, PDAS, Fort Worth Teaching Fellows, ZeroRisk, and the Market Survey are feasible for the 2014-2015 school-year, sign-on incentives, and the New Teacher Induction Specialists (the project's lynchpin component) are not currently within the district's funding capability with estimated payroll costs exceeding \$700,000.

Currently the district pays \$250 bonuses to teachers willing to mentor a new teacher on their campus. While in ideal cases, this can be helpful to new hires, it is very difficult to implement with fidelity. There is no central accountability for these mentors and campus administration simply do not have the time or training to foster this program.

In a survey of new teachers, with a 50.3% response rate, 84% of responders had been assigned a mentor. However, in 42% of these mentor/mentee relationships, there were **zero observations**. Areas where additional support was requested were:

- Differentiating Instruction
- Classroom Management
- Working with English Language Learners (ELLs)
- Working with Special Populations
- Using the Promethean Interactive White Board
- Using Curriculum Frameworks
- Grading Student Products

In 2013, FWISD began a new way of allocating dollars to departments and initiatives throughout the district. Each entity requesting a "budget enhancement" was required to submit a written proposal outlining their anticipated needs. Dollars were allocated to those projects proven to impact student achievement. The EEIP grant will give FWISD an opportunity to pilot an innovative new program with at least two years of evaluation findings for cabinet-level review. If it proves to be successful, it will be eligible for budget-enhancement funding at the end of the project period.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 220905

Amendment # (for amendments only): NA

**TEA Program Requirement 2:** Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

YEAR ONE [2014-2015]		YEAR TWO [2015-2016]	
	Conclude Compensation Market Survey		
	Implement AppTrack System		
	Begin Recruiting New Teacher Induction Specialists		
	Begin Recruiting New Teachers		
	Begin Offering New Teacher Sign-on Incentives		
	Create Social Networking Forums for New Teacher Cohorts		
June 2014	Train New Teacher Induction Specialists		
July 2014	Realign District Compensation Plan with Market Survey Findings		
August 2014	Specialists Begin Mentoring New Teachers	August 2015	Begin Second New Teacher Cohort
	Begin Data Collection		Provide Compensation incentives to those beginning third year
	Begin Monthly Management Team Meetings		Begin Year Two Monthly Management Committee Meetings
	Evaluator Begins Reporting Monthly to Management Team for Formative Evaluation		
December 2014	Specialists Complete First ID&E Scorecard Evaluations with New Teachers	December 2015	Conduct ID&E Scorecard Evaluations
	Conduct New Teacher Surveys		Conduct New Teacher Surveys
		February 2015	Evaluator Shares Survey Results
	Conduct Second ID&E Evaluations	May 2015	Complete ID&E Scorecard Evaluations
August 2015	Evaluator Presents End of Year One Report	August 2015	Year 2 Reporting

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In planning the EEIP proposal, much care was taken to ensure that all stakeholder groups were informed of and involved in the planning of grant activities. Those involved directly in the development of this program included the Superintendent, the Deputy Superintendent of Program Efficiency, Effectiveness & Sustainability, the Deputy Superintendent of Business & Finance, the Deputy Superintendent of Leadership & Learning, the Chief of Human Capital Management, the Director of Research & Program Evaluation, and the Executive Director of Grant Development, Management & Monitoring.

The unanimous consensus of the development team was that the proposed project was designed to have the greatest impact on district recruitment, induction, retention, and ultimately student performance. In addition to multiple cabinet-level presentations and approvals, the program was presented to each of the district's three Learning Networks, to be disseminated to each of the campuses.

Additionally, the Project Manager of the district's Teacher Incentive Fund program has consulted with teachers and other campus level personnel on that project's committees on the feasibility of the program described with positive results.

This multi-pronged approach ensures that all affected personnel groups are in agreement with the proposed project and will participate in the grant program, following the general parameters of the plan.

**TEA Program Requirement 4:** Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation will be district-wide.

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